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GLOSSARY

A Glossary of Terms Related to the
Texas Teacher Appraisal System (TTAS)

appraisal	the evaluation of teacher performance; in the TTAS specifically includes two periods in each school year
appraisal period	one of two designated time periods (other than the first two weeks of instruction) officially set by the local school district within which two appraisers must observe and otherwise collect data for the purpose of assessment of teacher performance; called Appraisal Period1 and Appraisal Period 2
appraisal process	a systematic set of activities designed for the purpose of assessment of teacher performance; includes teacher self-appraisal, observations, conferences, development of growth plans, and completion and/or scoring of appropriate forms for each of these activities
appraiser	an individual who is assigned to assess the performance of a teacher; one is the teacher's supervisor; the other is anyone who has taught a minimum of two years (Pre-K to 12), has a valid teaching certificate, and is approved by the local school board; appraisers in both of these categories have received training and are certified by the state as appraisers
conference	a meeting between teacher and appraiser which provides diagnostic and prescriptive feedback to the teacher
criterion	one of 14 subsets of performance indicators in the TTAS

cumulative data	teacher performance information which is gathered by the teacher's supervisor (or which is given to the teacher's supervisor) and which would affect the teacher's score on one or more domains
documentation	written verification of an occurrence or condition which would affect the teacher's score on one or more domains
domain performance score	a number (0.1-5.5) which is calculated using the Score Conversion Chart after combining the credit totals which a teacher receives from both appraisers for any domain during the appraisal; designates the judged quality of the teacher's performance in that domain, i.e., unsatisfactory, below expectations, satisfactory, above expectations, and clearly outstanding.
exceptional quality	a measure of performance which indicates that a teacher has demonstrated a teaching behavior in a superior way and that the performance contributed to a high level of success (student achievement)
instrument	a list of 71 specific teaching behaviors (performance indicators) categorized into 14 subsets called criteria; these criteria are grouped into five major areas called domains; used in TTAS to assess teacher performance
observation	a visit to a classroom made by an appraiser with the intention of collecting data with which to assess a teacher's performance

other appraiser	an individual who has two or more years of teaching experience (Pre-K through 12) and a valid teaching certificate and who has been designated by the local school board specifically to assess the performance of teachers
overall performance score	usually the average of the five domain performance scores; exceptions are made when one domain performance score is unsatisfactory or when two scores are below expectations
performance indicator	one of 71 specific teaching behaviors which define the criteria on The TTAS Instrument
pre-observation discussion	a required meeting, which may be conducted in a small group setting, between the teacher and the other appraiser prior to the first observation by that appraiser
preponderance	the weight, power, importance, or strength of the data as it is used to judge the quality of an indicator
Professional Growth Plan	a plan for the improvement of a teacher's performance which is developed by the teacher, the teacher's supervisor, and other appraiser(s) as appropriate
SBOE rule on teacher appraisal	Section 19 of the Texas Administrative Code which describes the requirements for the Texas Teacher Appraisal System; specifically, Chapter 149, Subchapter C, Appraisal of Certified Personnel
Score Conversion Chart	a chart which converts raw credit totals into scores for determining the teacher's eligibility for maintenance and/or advancement on the career ladder

standard expectation	a measure of performance which indicates that the teacher has demonstrated a specific teaching behavior at an appropriate level; the quality of the behavior is at least satisfactory
summative conference	a meeting between teacher and appraiser(s) at the end of Appraisal Period 2
teacher orientation	a set of inservice sessions designed to acquaint the teacher with the TTAS which includes videotaped presentations, review of a teacher orientation manual, and related activities
Teacher Self-Appraisal	an activity in which the teacher sets personal instructional goals, designs instruction for attainment of those goals, and evaluates the success of that instruction; also requires teacher to assess professional strengths and areas in which improvement is needed
teacher supervisor	anyone who supervises the teacher and holds administrative and/or supervisory certification; not necessarily the principal who directly supervises the teacher
TTAS	Texas Teacher Appraisal System
written record	the forms of the TTAS provide documentation of observations and appraisals of the teacher by all appraisers

COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

It is the policy of the Texas Education Agency to comply fully with the nondiscrimination provisions of all federal and state laws and regulations by assuring that no person shall be excluded from consideration for recruitment, selection, appointment, training, promotion, retention, or any other personnel action, or be denied any benefits or participation in any programs or activities which it operates on the grounds of race, religion, color, national origin, sex, handicap, age, or veteran status (except where age, sex, or handicap constitute a bona fide occupational qualification necessary to proper and efficient administration). The Texas Education Agency makes positive efforts to employ and advance in employment all protected groups.

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